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Bilingual Education from Childhood for the Development of Language Skills

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Nineth Semester

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January 20th, 2023

Manta, Ecuador

General objective

Bring forward bilingual education and its benefits from childhood for the optimal development of language skills through the use of motivational educational strategies.

Specific objectives:

- Explore strategies that motivate children to learn bilingual education.
- Analyze how student attitudes and interests influence learning a second language.
- Indicate the benefits of bilingual education from childhood.

Abstract

The objective of this research work is to present the importance and benefits of bilingual education in childhood for the optimal development of communication skills, having as a problem the lack of motivation in students, causing their learning process to be unsatisfactory, therefore it is They searched for motivational educational strategies to get the attention and maintain the interest of the students. This research was carried out through the qualitative methodology making use of tools from documentary sources, these being only bibliographic compilations such as theories of different authors of articles, books and websites. The results of this research showed that bilingual education from childhood allows the student to be able to communicate with other people around the world and that both the development of linguistic skills and the improvement of thinking skills are possible, as well as problem solving, improvement of concentration and attention, among others. Bilingual education from childhood plays a fundamental role in the formation of the school and personal life of the human being because in addition to learning a second language, acquiring vocabulary and language skills, these in question represent better future opportunities either in the workplace or its staff, thus generating highly communicative people.

Key words: Education, Bilingualism, Bilingual education, Childhood, Bilingual Education from childhood.

Resumen

El objetivo del presente trabajo investigativo es presentar la importancia y los beneficios de la educación bilingüe en la infancia para el óptimo desarrollo de habilidades comunicativas teniendo como problemática la falta de motivación en los estudiantes causando que su proceso de aprendizaje no sea satisfactorio, por ende, se

buscaron estrategias educativas motivacionales para conseguir la atención y mantener el interés del estudiantado. Esta investigación se realizó a través de la metodología cualitativa haciendo uso de herramientas de fuentes documentales siendo estas únicamente de recopilaciones bibliográficas como lo fueron teorías de distintos autores de artículos, libros y sitios web. Los resultados de esta investigación mostraron que la educación bilingüe desde la infancia permite que el estudiante sea capaz de comunicarse con otras personas alrededor del mundo y que tanto el desarrollo de competencias lingüísticas como el mejoramiento de habilidades de pensamiento son posibles, además resolución de problemas, mejoramiento de la concentración y atención, entre otros. La educación bilingüe desde la infancia cumple un papel fundamental en la formación de la vida escolar y personal del ser humano pues además de aprender un segundo idioma, adquirir vocabulario y destrezas del lenguaje, estos en cuestión representan mejores oportunidades futuras ya sea en el área laboral o personal del mismo generando así personas altamente comunicativas.

Palabras clave: Educación, Bilingüismo, Educación Bilingüe, Infancia, Educación Bilingüe desde la Infancia

Introduction

People have misunderstood the concept of education having in mind that it is a process that only occurs in a classroom; but, do they actually know what is it about?

Education is the deliberate, systematic, and sustained effort to transmit, provoke or acquire knowledge, values, attitudes, skills or sensibilities as well as any learning that results from the effort” as said Cremin in the book “Principles and Pedagogies in Jewish Education. (Chazán, 2022, 13-21)

Indeed, education is more than just a simple process that happens in a classroom, it can take place outside educational institutions and be part of everyday life.

As mentioned, Liddicoat et al. (1991) bilingualism may be defined as having some ability to use two (or even more) languages. That shows bilingualism can make possible the communication using two languages in different situations in real life scenarios.

Another keyword important to understand, as argued Anil (2022) childhood is the stage of children, in which the memory consciousness of their is developed. The average age range of childhood is considered to be 6 to 12 years, at this point kids have a lot of types of behaviors such as they are curious to know about new things; furthermore, in this phase of growth in which the development of the personality and character of the child takes place at a rapid pace. It is necessary to mention that at this period the child needs a great and proper guide and responsibility from their parents and teachers.

Recently Bilingual Education has spread all over the world, increasing people and schools’ interest in the acquisition of a second language, this type of schooling is absolutely significant in everybody’s life, “it is the process of teaching students using two languages” (Education Corner, s.f.) since learning a second language gives people

plenty of good opportunities in different fields. Hence, acquiring a L2 from childhood makes a person able to develop various skills including language skills which has greater emphasis in this project.

“Quality bilingual education provides students with knowledge and literacy in their first language, which indirectly but powerfully aids them as they strive for English proficiency.” (ERIC, 1997) It is pivotal that students around the world enjoy learning another language, thus, in that way, they are developing language skills, being bilingual is one of the main aims for students to reach since having the dominion of two languages can not only improve their educational performance but their working opportunities in the future, additionally, plenty of benefits can come out from that, moreover, mastering a second language in an early stage in life is consider easier, for that reason through this article it is shown what different authors have said about it, and sustain the reason why learning a second language from childhood is so significant, as well, to mention about what are some of its benefits.

At the moment to teach a second language, the most important thing in teacher’s mind is that every student is willing to learn, unfortunately there are several students that may not be interested enough, for that reason is essential the creation of strategies that enable students keep engage during the process; that is why, this research paper aims to find out if bilingual education from childhood can make possible the development of language skills, furthermore, what are its benefits, and at last, how can a student’s behavior who is uninterested be part of the learning of an L2, the authors of this inquiry undoubtedly wanted to provide reliable and convincing sources, which is paramount to verify the initial thoughts based on the following questions:

Q1: Can bilingual education from childhood develop language skills?

Q2: What are the benefits that can come out from being bilingual educated from childhood?

Literature Review

Education

Education is a human right, necessary in all aspects of life to the acquisition of knowledge, it is the foundation of every profession, occupation, and even everyday activities, additionally, it has transcended generations making cultures and histories alive through education. As Talivaldis Jhon considers in his book *Education and the Pursuit of Wisdom* (2019) learning to read, write, and to be numerate contributes to a person's well-being, and so does an education that provides him or her with skills to earn a living. A basic education is necessary for human beings to be able to live in an increasingly complex world.

It is a powerful and truthful statement to say that education is with each one of us for a lifetime, it is paramount to say that "Education is a process that begins at birth and continues until the end of life. The early stage of life is very crucial since this period affects the following process" (Hasan, 2018), with that being said, it is crystal clear that education accompanies us through every single stage of our existence, from the very beginning we are taught different matters to our better development as human beings, due to the fact that education not only happens in educational institutions, it could also happen every day.

As well, we might know about all the benefits about having an education, but we also need to have in mind that being educated from an early age in life is crucial and it is going to help us achieve multiple goals, additionally, "the primary objective of education is to help children develop intellectual skills and improve their physical capabilities" (Hasan, 2018), as the author describes, as human beings there is a need to

increase skills, by doing so, people can have better progress in all kinds of capabilities, unfortunately, not everybody is able to have access to it, not uniquely for a person and its development but for the good and successfulness of nations, for that reason we can say that “education is the most important thing for any country to develop and prosper. Education molds the character and intelligence of individuals. It also provides the talent and motivation to every person” (Aithal & Aithal, 2016), hence it is highly significant that education is inserted in all places around the globe, for everybody, with all of the abilities obtained from being educated it is going to profit not just the students but the people around them and even the world with the things they would be able to create, moreover, “education is widely accepted to be a fundamental resource, both for individuals and societies. Indeed, in most countries basic education is nowadays perceived not only as a right, but also as a duty” (Roser & Ortiz, 2016).

As Hasan states in his book: *An Introduction to Education* (2018) Education can be divided into two categories: formal education and non-formal education. There is no certain line to distinguish one from the other because formal education to some extent consists of non-formal education. Children learn not only in the classroom but also from each other in the school environment.

Bilingualism

People must say, that when they hear the term bilingualism, the first thing that comes to their minds is someone who can speak two languages, whether it is English and Spanish, Russian and Portuguese and so on, but we hardly ever consider the fact that “bilingualism is a result of languages in contact-or more precisely, the result of people, cultures, and/or nations in contact.” (Shahrzad, 2019), thus, it could be not only the languages someone speaks, but more precisely a result of the interactions a person had by being in certain culture, and the outcome of being with other people who spoke

a foreign language, on the other hand, when we talk about bilingualism, we wonder about how does it occur, and when do people is more likely to learn a second language, “bilingualism can develop during childhood, as a part of the cultural transmission of language between a family and/or a bilingual community” (Shahrzad, 2019), therefore, there are multiple cases where it happens as a result of being raised by parents that are both from different countries and speak two different languages to their child, making the learning of a foreign language way easier in an early stage in life. In the same way, “bilingualism specifically refers to the ability to use two languages” (Shahrzad, 2019).

It has converted into a kind of a “pandemic” which has spread all around the globe, indeed, according to the statistics, “there are anywhere between 6,000 and 7,000 languages spoken in the world today and only about 190 countries in which to house them, which suggests how widespread bilingualism must be” (Shin, 2017), that just means and confirms that it is expanding rapidly across the world, gaining more popularity as the years go by, whether the learning happens in the household or in an educational institution.

As reported by Altarriba & Heredia (2018) more than 50 percent of the world's population is bilingual and have fluency in their second language, and another large proportion of speakers know more than two languages and have mastered linguistic skills, they also mention in the second edition of their book “An Introduction to Bilingualism: Principles and Processes” that is proof that bilingual speakers show greater flexibility retrieving items, advantage in problem-solving or turn-taking activities, as well they show more benefits when it comes to being creative and divergent thinking, additionally, in reading, formation of new concepts, and some metalinguistic abilities, indeed, some metalinguistic capabilities can be improved through the management and knowledge of more than one symbol set for language.

Likewise, there are some studies on the impact of bilingualism on cognitive development that emphasize the fact that bilingualism in children is associated with enhanced metacognitive skills and superior divergent thinking capability cited Altarriba & Heredia (2018)

Bilingual education

Bilingual education is a generic term that includes a variety of educational programs designed for a greater number of children, as (Bialystok, 2017) describes that:

Bilingual education refers to any school program in which more than one language is used in the curriculum to teach non-language academic subject matter or the language of schooling does not match the language of the home or community, but the reasons for incorporating the languages, the specific languages chosen, the structure of the program, and the relation between the school languages and the community vary widely and influence educational outcomes (p. 27)

One of the aims of early schooling is to set all of the basic skills that children will use to build their educational future, this suggests that “the most important of these abilities are language and literacy competence. Not surprisingly, therefore, the majority of research that has evaluated bilingual education programs has focused on children’s development of these crucial linguistic abilities” (Bialystok, 2017), these linguistic aspects establish our theory that being educated bilingually from childhood has multiple benefits to improve and enrich multiple language skills.

One strategy that allows children to rapidly learn new words is to assume that novel words signify unfamiliar objects, presenting a simple pairing of word and concept. This strategy of word–meaning assignment follows from what Markman and Wachtel (1988) posit as the mutual exclusivity constraint—the

assumption that a thing can only have one name—although this assumption need not be innately determined. The evidence for mutual exclusivity is that children appear to create mappings between new words and new objects—for example, if a child hears the word “bik” while looking at a cup and an unknown object, the child will assume that the novel item is called a bik. (Bialystok et al., 2009, 89-129)

Bialystok (2018) also mentions in the book: “Bilingual education for young children: Review of the Effects and Consequences” that according to some research, it was shown that even at early stages of bilingual education the cognitive advantages of bilingualism can be identified, and that beyond the possible cognitive benefits of bilingualism previously described are numerous intangible benefits such as the potential to connect to extended family, higher opportunities for employment, facilitation of travel and broadening of social spheres, and enrichment from widened horizons from language, arts, and culture.

Now that we know some definitions, it is key to know how it is taught, and in agreement with Shin (2017), the author illustrates that there are two strong forms of bilingual education, the first one is the so-called enrichment programs, where relatively privileged language-majority speakers that learn over the medium of another language; and the second way, the maintenance programs, which consists of helping minority speakers keep the use of their native languages while they are learning a second one.

In addition, another way of teaching bilingual education is called the “two-way (dual) immersion, in which language-majority and language-minority children help each other in learning both languages in the same classroom”. (Shin, 2017)

As the authors Costa and Guasti described (2021) the main aim of bilingual education is to learn reading and acquire language skills in two languages with a high

level of proficiency, besides, learning a second language must be useful and should have multiple advantages than just knowing one because of the globalization, communication and even economy, likewise, according to some studies: “it seems that the sooner the bilingual education starts, the better it is for academic achievements”. (Costa & Guasti, 2021)

Since it is a fact that being bilingual education is becoming more and more popular with the passing of the years, every time more Institutions become interested in adding a foreign language to their curriculum, consequently, what they try to do is “intending to promote a real bilingual competence and cultural enrichment over time. Rather than merely teaching English as a foreign language, bilingual academic curricula use English as a medium of instruction for school subjects”. (Costa & Guasti, 2021), another way a student could enter bilingual education is by being immersed in it, through different activities and duties, as Costa and Guasti said in their book “Is Bilingual Education Sustainable?” (2021) they considered that a child could enter an immersion program at a very young age, from nursery or even kindergarten, they pointed out that children are successfully immersed in two languages by the realization of daily activities, songs, routines, vocabulary, etc.

Linguistic competence

“Chomsky defined linguistic competence as an idealized understanding of the rules and construction of a given language.” (Bishop, 2022) Through this, it allows people to share and interpret a written or spoken message and be able to share and understand a message.

Linguistic competencies are related to the use of language through the expression and interpretation of concepts, thoughts, feelings, facts, and opinions

in order to perform oral and written discussions. Such interactions may take place in diverse social and cultural contexts, which will determine the characteristics of the language written or spoken, such as the grammar, pragmatic, and sociolinguistic characteristics. (Tarango & Machin-Mastromatteo, 2017)

Linguistic competence can be defined as the knowledge of the language with a child or speaker born and is internalized which then to be learned and acquired unconsciously allowing better communication that will be understood by all speakers of the same language, where the speaker uses the distinct combination of sounds, rules, syntax, and semantics used in the language to create new phrases and sentences.

Childhood

It is a stage that a child reaches after completing the process of infancy. Childhood (being a child) is a broad term usually applied to the phase of Human development between infancy and adulthood. Childhood is the time during which human beings develop their physical bodies and their mental abilities. It is a crucial time, for if development goes wrong or growth does not occur within a critical time period the damage is often difficult to repair if not irreversible. Yet it is also a time of freedom from the responsibilities of adult life, a time in which parents, or other responsible adults, take care of the child, fulfilling his or her needs and keeping them safe. Tanabe (2021) Keeping into consideration in this stage children acquire what they see and listen, in that way, it is important that parents or someone taking care of them prioritize what they learn.

Bilingual education from childhood

Early childhood education is an essential aspect in children's lives because, apart from going to school to receive lectures or teaching on topics, vocabulary, etc.

determined in a curriculum, it is also when they learn and develop social and emotional skills by being surrounded by a environment with children of his own age and that he has not previously met, which will allow him to interact with his classmates and teachers through which long-term interests are also developed.

Parents often seek advice from pediatricians and early education professionals on what their children should be learning. By now it is pretty much common knowledge that reading to young ones is a fundamental tool, as is having frequent conversations with them. These key components teach children the basics for language and communication foundations that will stay with them for the rest of their lives. [...] If communication and language development is such a critical part of a learning foundation, then many have considered expanding that learning base by adding additional languages. Bilingual education – the act of learning two or more languages simultaneously. (Kreps, 2019)

Some parents worry their children are too young to be introduced to a second language, especially if their mother tongue is not yet fully developed. However, over the years there's been plenty of academic studies that show the exact opposite of this. Young children are essentially learning machines, and their brains are uniquely able to soak up as much information as possible, regardless of the language. In fact, studies show children's brains will never be more able to learn a second language than they are between zero and three years.

And while learning languages might seem like a chore for teenagers and adults, for a young child much of their language learning will come organically, through play and social interaction with their peers. It won't seem like learning, so they'll pick up the language before they even realize. Laper (2022) all children have the capacity to learn any language and reproduce the sounds necessary to execute them at a near-native

level. The younger the child, the easier it is for a child to learn the phonetic sounds of multiple languages before their brain becomes too accustomed to the sounds of just one. Like learning their first language, children experiment with sounds and pay attention to the way adults around them speak and react to the eventual words and sentences they start to form. Cresthill (2021) It is clear that children learn faster than adults what they experimented through activities or simple situations as talking with some partners or hearing what other people are saying.

Something important in addition to learning and acquiring a second language are some of the benefits that can be developed such as: problem-solving skills, use of grammar, focused attention, expanded vocabulary and some others that improve the child's learning in many areas.

Motivation strategies for students

Teaching a second language can turn into a complex and overwhelming process when the students are not interested at all in learning, despite all the benefits mentioned earlier, if education in a foreign language is being taught at a young age, the children might not be able to tell the wide range of profits this type of education might bring for them, hence, they might be discouraged or uninterested in learning something they don't know about, because of this, teachers should be prepared with different strategies in order for the students to be motivated to learn, and so that the learning of the target language is effective, practical and fun, therefore, being taught another language is more straightforward when apprentices are motivated and engaged with the activities in the classroom. As a result of that, they can be able to communicate and increase their language skills.

When teaching, students are going to be more enhanced with the activities if it is something they are interested in.

(Pinter. A, 2017) states that competitive learning motivates children to do their best, and that there are competitive games who help them to do that, for example, “who can finish the puzzle first” or “Who can collect the most words within three minutes”, these activities are going to make students get excited and have a fascinating time while they are leaning, “some competition is necessary for children’s balanced learning and development”.

Therefore, this is going to motivate students who are highly competitive, there is a wide range of all kind of strategies that can be used in the classroom to have an efficient English training, alternatively, there can be used collaborative tasks, group work is essential in learning since students can team up and use critical thinking, solve problems, help one another, bond their friendships, they are going to be in different roles and the educators can put challenges and rewards for each team, similarly, as Pinter (2017) describes, collaborative tasks foster interdependence, for instance, student’s stress levels reduce, for example, if they have to do a presentation, they are going to be more comfortable if they do it with classmates rather than if they do it by themselves, hence, more English practice takes room in the class because the students are more relaxed, another great activity in groups is the jigsaw reading, for each group a text is cut into different pieces, (the number depends on the numbers on members) each student is going to be given one part of the text, then, one by one read the given part and try to put them in the correct order, once they are done they can be able to answer questions about it, and find out which group wins.

Student’s attitudes

Not only the teacher’s motivational strategies are a major factor in the learning of a second language, but the student's engagement with the English language, it becomes a harsh process when someone is not drawn to a subject to learn, as a matter

of fact,” the attitudes and behavior can influence the learning of an L2 as well; the student’s motivation is going to depend on their needs, interests, goals, and values” (Reeve et al., 2022), with that being said, students need to have motivation in order to learn a subject, otherwise they are not going to master the language as expected.

Language skills

Language skills are the abilities that enable you to express your thoughts coherently and communicate with others. These skills provide structure and relevance to the information you wish to convey to the recipient. Reading, writing, listening and speaking are four essential skills that comprise basic language competency. While communicating, people usually use a combination of these skills simultaneously. Choosing the right skills usually depends on various factors: the urgency of the message, the number of people targeted and whether it is a formal or informal communication. (Indeed Editorial Team, 2022)

Language skills are used to communicate their thoughts with other people. For this, it depends on the learning; to be able to communicate something it is necessary that you can understand what is sharing to you and develop the most effective answer according to what you know as the vocabulary and your capabilities that allow an individual to interpret and produce language for proper interpersonal communication.

It is common to combine two or more language abilities while interacting. These skills, when used together, are codependent on each other. For example, if listening is an input of information, speaking is a form of output where the audience can interject, ask questions or provide inputs after listening to the message. Similarly, writing is the summary output of what is read, understood and interpreted, which requires reading skills. (Indeed Editorial Team, 2022)

As was mentioned, there are 4 language skills:

1. **Listening:** refers to understanding, interpreting and analyzing what is said by the speaker.
2. **Speaking:** Is the verbal expression of the thoughts and ideas which includes accuracy and fluency according to the knowledge and vocabulary.
3. **Writing:** It is the way through you can present your thoughts in the form of text using the right structure and flow of information.
4. **Reading:** It helps to understand different texts, their context and inference, through these someone can improve the vocabulary, expression, analysis and communication.

Methodology/Materials

The project uses the qualitative research methodology; this research is a descriptive and non-experimental investigation, hence, the research is merely based on multiple concepts and theories from different authors and what they have said in concerning to our topic and mainly with the research question, so we can reach the investigation's objectives and rely on them to confirm our initial questions according to bilingual education and how it is important to receive it from childhood for the development of language skills, besides, some sources have made addition and contributed with different benefits of bilingualism, as well, our investigation recounts a couple of strategies that can be used in the classroom to motivate students to learn a L2.

For the creation of this inquiry, we were able to use tools such as: Google Scholar, and several books and articles from the Online Website of Taylor and Francis

Group, Cresthill Academy, TESSA International School, and ScienceDirect, where the chosen articles were checked carefully keeping in consideration important criteria as publication date, content, authors, truthfulness, confidentiality and the contribution that they will give to the investigation on the topic to be researched, allowing in such a way to organize the information based on the keywords mentioned above, opening up to respond to each of the objectives set out in the investigation.

Results

The results obtained from the qualitative research had shown that education is a worldwide human right and considered as a duty too. In fact, in many countries the educational process begins from childhood and not the adults. Even though the human being learns from the time they are born and each time of the rest of their life is in childhood the appropriate stage to acquire the most possible knowledge and especially a second language for some reasons that authors expressed.

Bilingual education from childhood allows a student to be capable of communicating with other people around the world, besides, they develop abilities of thinking, problem-solving, improve their focus and attention, obtain vocabulary and many opportunities as professionals and in their personal life in the future. This type of education can develop language skills in the child as Indeed Editorial Team (2022) said; that is why, during the process they are learning a new language they are generating an input and output at the moment they are communicating using the receptive and productive skills.

However, the benefits bilingual education offers there is something important to mention and is the student motivation or attitude from the bilingualism, therefore, it

is essential that a professor create stimulating learning activities that generate interest to the child based on their needs and preferences as Pinter (2017) manifested.

The meaning of the results have a high relevance in the educational field as a reason that demonstrates bilingual education not only is the learning of a second language, this involves more important aspect that have sense in the growth and development of the human being itself, which is why the main stage of learning and acquisition is in childhood.

Discussion

According to the information presented through several sources and authors matched the fact is that childhood is the best stage for learning a second language and the acquisition of linguistics competences and all the objectives and problematic questions were fulfilled, indeed, it is possible to develop language skills allowing an individual to interpret and produce language for proper interpersonal communication such as: master a second language through communication with people around the world, besides enables the formation of new concepts and some metalinguistics abilities. In fact, the multiple benefits come from it like hire opportunities for employment and some others.

The meaning of the results has a high relevance in the educational field as a reason that demonstrates bilingual education not only is the learning of a second language, this involves more important aspect that have sense in the growth and development of the human being itself, which is why the main stage of learning and acquisition is in childhood.

It was unexpected to find out that bilingual education from childhood can enhance superior divergent thinking capability, bilingualism itself can improve

people's problem-solving skills and it is interesting to know how learning a second language can improve psychological aspects.

Nonetheless, there was a limitation during the research that was the lack of available and reliable data as well as evidence to check up on what was previously mentioned and analyzed.

There is extra research to be done in the context of bilingual education in Ecuador to collaborate with some of the research of bilingualism found.

The most significant findings were that student's behavior or attitudes can influence the acquisition of L2 if they lack motivation the learning is not going to be successful, hence, motivation strategies are major in this process, activities like working in groups can facilitate engaging students, by making them feel comfortable in the classroom so they can interact and participate more, moreover, if there are things they feel attracted to and they are moving around.

Conclusion

We started this paper wondering what aspects should be taken into consideration in bilingual education, did it have any benefits at all? What were the skills that can be improved by being bilingually educated from an early stage in life? How could students learn an L2 if they are not interested in learning? As a matter of fact, education is important all around the world due to the benefits we can acquire from it, even more if we are taught a second language from childhood, the more we dug into this inquiry the more we found all the factors that can make it possible.

In the first place, according to the several sources that we found, having the dominion of two languages can improve educational performance, it gives better working opportunities for students in the future, additionally, bilingual education from

childhood can enhance metacognitive skills, superior divergent thinking capability, bilingualism itself can improve people's problem-solving skills, metalinguistic abilities, bilingual education enables language and literacy competence, linguistic abilities such as understand the language, read it and write it, moreover, it can enrich multiple language skills, on the other hand, students who are not invested or interested in learning an L2 can be motivated to do so by the use of motivation strategies used from the teacher, those are some of the reasons why language skills indeed can be developed from receiving bilingual education from childhood, statement that we took into consideration for making this investigation.

Recommendation

Indeed, we concluded that bilingual education is important for the development of language skills, and according to our investigation it can bring a wide range of benefits as well, hence, teachers need to be more prepared with other kinds of methodologies, resources and academic preparation in order to bring quality education, for that reason it is recommended to make educators more aware of the way they are teaching and train them with innovative strategies and methodologies.

In addition, it is suggested that teachers can be able to use technology in the classroom while teaching a second language, it is a fact that the coming generations are used to the ICTs (Information and Communications Technology) and so should be every instructor.

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